DOCUMENT RESUME

ED 166 225 95 TM 008 196

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TITLE Trainer's Manual for CEVAL Elementary School. A Simulation Exercise.
INSTITUTION California State Dept. of Education, Sacramento.; Educational Testing Service, Princeton, N.J.
SPONS AGENCY Office of Education (DHEW), Washington, D.C.
PUB DATE Jun 78
NOTE 49p.; An audiocassette, which has been removed from the document, replicates pages 3 through 8 of the first booklet
AVAILABLE FROM Evaluation Improvement Program, Educational Testing Service, Box 2845, Princeton, New Jersey 08541 (Publication Number 298033, $20.00 includes audiocassette and 30 copies of each handout)

EDRS PRICE MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS Elementary Education; *Evaluation Methods; Evaluation Needs; *Instructional Materials; *Needs Assessment; *Program Evaluation; *Simulation; *Training Techniques; Worksheets; Workshops

ABSTRACT

The CEVAL simulation exercise is appropriate for use in a workshop setting with up to 30 persons. It gives non-administrative groups--school board members, parent advisory councils, teachers, and parents--experience in making evaluative decisions, from the perspective of a school principal evaluating five special programs in an elementary school. The exercise, which can be played in 50 to 90 minutes, is designed to acquaint the player with the frustrations and rewards of evaluation, as well as the educational and political context in which evaluation takes place. This document includes instructions for the workshop trainer and one copy of each of four sets of handouts for the participants: (1) summary of rules and background information about the school and its programs; (2) report from the evaluation consultant describing possible methods of evaluation; (3) assessment selection form, used to determine the amount of time devoted to different evaluation activities; and (4) interdistrict memo, which lists eleven questions asked by parents about the effectiveness of the basic education program. (Author/GDC)

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TRAINER'S MANUAL

FOR

CEVAL ELEMENTARY SCHOOL

A SIMULATION EXERCISE

A SIMULATION DEVELOPED AS PART OF THE CALIFORNIA EVALUATION IMPROVEMENT PROJECT UNDER THE LEADERSHIP OF THE CALIFORNIA STATE DEPARTMENT OF EDUCATION, WILSON RILES, SUPERINTENDENT OF PUBLIC INSTRUCTION AND DIRECTOR OF EDUCATION

DEVELOPED BY R. GARY SHIRTS, PH. D.
OF SIMILE II CORPORATION

AUDIOCASSETTE BY ETS MEDIA PRESENTATIONS

The Evaluation Improvement Program

The activity which is the subject of this report was supported in whole or in part by the U.S. Office of Education, Department of Health, Education and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

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June 1978

Published by Educational Testing Service, Princeton, New Jersey

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TRAINER'S MANUAL

FOR

CEVAL ELEMENTARY SCHOOL

SIMULATION EXERCISE

GENERAL PURPOSE

This exercise is designed for a workshop setting for up to thirty persons. In addition to this Manual, the exercise materials consist of an audiocassette and four sets of hand outs, each printed in a different color. The Summary of Rules and Background Information (blue) and the Report from the Evaluation Consultant (green) are returnable. The Assessment Selection Form (cream) and the Interdistrict Memo (white) are expendable.

This simulation is designed to give non-administrative groups -- school board members, parent advisory councils, teachers, and parents -- experience in making evaluative decisions in the "real world" of the school system. It acquaints the participants with the frustrations and rewards of evaluation, as well as the educational and political context in which most evaluation takes place. It may be played in a 50 minute period or expanded to an hour and a half.

THE CASSETTE INSTRUCTIONS

The instructions for the simulation are presented on an audiocassette tape. The easiest and most effective way for the trainer to gain an understanding of the simulation is to read the script as the cassette is playing and follow the instructions as they are given. The script with *ADMINISTRATIVE INSTRUCTIONS* is presented below, followed by a series of clarifying questions.

MATERIALS NEEDED -- IN ORDER OF USE

Trainer's Manual

Audiocassette tape

Audiocassette Player

Summary of Rules and Background Information (blue leaflet) 1 per participant, for return

Evaluation Consultant's Letter with Accompanying Report
(green leaflet) 1 per participant, for return

Assessment Selection Form
(white sheet) 1 or more per table, expendable

Interdistrict Memo from Superintendent
(cream sheet) 1 per participant, expendable

GETTING STARTED

Try to avoid the temptation to make everything perfectly clear. All required information is on the tape. It is best not to try and anticipate problems. Briefly explain to the participants that they are about to be involved in a simulation in which they will be asked to develop an evaluation plan for an elementary school. Divide them into working groups of three to five persons, and start the audiocassette player.

TIMING

Below is a suggested schedule for a 50 minute presentation. If you have a longer period of time available, DO NOT increase the amount of time spent in playing the game, but expand the discussion time. If the game playing time is expanded, it loses its sense of urgency.

Minutes	Action
00-05	Arrival, divide into groups and introduction.
05	Turn tape player on for background.
11	Hand out blue Summary leaflet as indicated.
12	Turn off tape player as indicated.
12-15	Participants review Summary leaflet.
15-16	Turn tape player on for Consultant's Report.
16	Hand out green Consultant's Report.
16	Turn tape player off as indicated.
16-20	Participants review Consultant's Report.
20	Turn tape player on for description of problem.
21	Hand out white Assessment Selection Form.
21	Turn tape player off as indicated.
21-40	Participants work on problem solving.
41	Turn on tape player for Superintendent's request.
41	Hand out cream interdistrict memo from superintendent.
41	Turn tape player off as indicated.
41-45	Participants place checks by questions.
45	Discussion begins.

SCRIPT FOR THE
CEVAL ELEMENTARY SCHOOL SIMULATION EXERCISE

Office noises in background

Telephone rings twice

Office noises fade as conversation begins

SECRETARY: "Good morning, Ceval Elementary School. May I help you? *(slight pause)* Yes, Mrs. Jones. No, I'm sorry, the principal's in a meeting. May I leave a message? *(listens)* You want Tommy taken out of the multigrade *(as though writing message)* Yes, I'll make sure he gets it. Goodbye."

Typewriter starts again.

Phone rings

SECRETARY: "Good morning, Ceval Elementary School. Hello, Mildred, how are things in the Superintendent's office? *(slight pause)* No, he's meeting with the new aides. Yes, I'm sure he knows of the meeting but let me check his calendar. Yes, he's got it. Mr. Wilson at 3:15 at his office. OK. Goodbye."

NARRATOR: "Ceval Elementary School is located in a small unified school district in California. Assume that your group is the principal of the school. As principal you will be required to plan an evaluation of one or more of the special programs in the school, prepare a report for the board of education using the results of your evaluation, and then discuss the results of the simulation experience with the other participants. All materials presented on this tape will be summarized and handed out later, so you need not take notes.

There are five special programs in the Ceval Elementary School which you may want to evaluate. To give you a feeling for what they are and how they are working, we've gathered significant persons from each of these programs. Here is Ms. Phillips, a teacher from the 4-5-6 multigrade. Ms. Phillips, exactly what is the multigrade?"

MS. PHILLIPS: "Basically, the multigrade is 90 kids and 3 teachers. Each teacher teaches his or her own specialty to the whole class. In terms of bookkeeping though, each teacher has responsibility for only one-third of the class. All three of us emphasize independent study, creative thinking and individualized instruction."

NARRATOR: "How is the multigrade working out?"

MS. PHILLIPS: "Oh, it's working out very well. A few parents have asked that their children be transferred, but that's natural."

NARRATOR: "Do you think multigrade students work more independently and creatively than students in traditional classes?"

MS. PHILLIPS: "I think so, I think so."

NARRATOR: And Mr. Johnson also in the multigrade but responsible for starting the Individually Guided Mathematics Program . . . Mr. Johnson, exactly what is the Individually Guided Mathematics Program?"

MR. JOHNSON: "Well, it; that's what it is -- it's the Individually Guided Mathematics Program. Basically what we do is we give each student a test at the beginning of the year and determine where he or she is and we have them work at their own pace and meet their own goals. It's much better than the old way when we tried to teach all of the students the same concepts at the same time. This program is used only in the multigrade but we think other teachers will be using it soon."

NARRATOR: "Has it improved your scores in the state test?"

MR. JOHNSON: "Well, no -- I don't think it has. I'm not really sure but there are other advantages."

NARRATOR "Like what?'

MR. JOHNSON: "Students like math a lot better, they're not under so much pressure."

NARRATOR: "Thank you, Mr. Johnson. And here's Ms. Silver, the Learning Center Coordinator. Ms. Silver, how do you like working in the Learning Center?"

MS. SILVER: "It's just terrific -- just great. I love it."

NARRATOR: "What happens in the Learning Center?"

MS. SILVER: "Oh, all sorts of things. We have tape recorders and cameras, typewriters, model railroads, rabbits, snakes and lizards. Kids come in to work on their own and in groups. Oh, they just do wonderful things."

NARRATOR: "Have you experienced any problems with the Learning Center?"

MS. SILVER: "Oh, some of the teachers feel that there is a lack of discipline and the kids don't work enough, but they're just not used to seeing kids turned on."

NARRATOR: "And now, our two parents. First Mr. Flynn, one of the prime movers of the Basic Education Program."

MR. FLYNN: "I've prepared a statement so I won't waste any of your time or mine. Time is very valuable, you know, and that's one of the things we try to teach students in Basic Education class. Reading, writing, and arithmetic are studied to the exclusion of all other subject matter including art, social studies, health and current events. Discipline and formal manners are emphasized. Pupils stand when asking questions and shake hands with the teacher as they enter the room. All students are expected to do at least one hour of home work each evening. All are enrolled at the parents' request. It's a program a person can be proud of."

NARRATOR: "Thank you, Mr. Flynn. And Mrs. Cardova, past president of the Parent Advisory Council."

MRS. CARDOVA: "Yes, my committee helped to get the Hispanic reading materials in the school. Our children were falling way low on the reading scores and their reading books didn't say anything about the Chicano culture. The Hispanic reading materials were developed by Dr. Garcia out at State. They help the students learn how to read and use examples from our culture. Some of the parents in the new council don't like them because they're only mimeographed, and they say the children still aren't learning how to read."

NARRATOR: "Have the children's scores improved?"

MRS. CARDOVA: "I'm sure they have."

Hand out <u>blue</u> summary while narrator is talking.

NARRATOR: "Thank you, Mrs. Cardova. Those are the special programs; Basic Education, Multigrade, Hispanic Reading Materials, Learning Center, and Individually Guided Mathematics Program. Spend a few minutes studying the background on the CEVAL School and Community in the blue leaflet, as well as each of the programs as outlined with an eye to making decisions about what should be evaluated."

Bing, pause

Stop tape player

Allow one or two minutes to study programs

Start tape

Hand out <u>green</u> consultant's letter with the available assessment information report while consultant is talking.

Bing, bing, bing, pause

EVALUATION CONSULTANT: "Yes, it's all in the report. The covering letter explains what I've done. I didn't come up with an evaluation plan per se. What I've done is to develop a list of tests, interviews, surveys and other assessment activities which you, as principal, might want to undertake. I think each one of the activities would yield useful information. The problem is, of course, that if you tried to do all of the things I have outlined here, you wouldn't have time for anything else. So you've got some decisions to make. I've tried to make them as easy as possible by giving you an estimate of how many hours of your time each activity is likely to take, and preparing data tables which give you an idea of what the completed results will look like.

I hope this report is useful to you. I've enjoyed working at the school."

NARRATOR: "Spend a few minutes reviewing the Evaluation Consultant's report as it will serve as the basis for your evaluation."

Bing, pause

Stop tape player

Start tape player

Bing, bing, bing, pause

NARRATOR: "Assume that it is the beginning of the school year. You know that it is possible that the Superintendent or the board will ask you to prepare a report on one or all of the programs at any time during the year. You have also decided that you can afford no more than 5% of your time or 135 hours during the year on evaluation. Which of the five programs are you going to evaluate? Are you going to get a little information on each program, or evaluate one very thoroughly? What kind of information are you going to get? Select the assessment information you want by circling the number of hours <u>you</u> want on the <u>white</u> sheet. Do not go over 135 hours. You have approximately 20 minutes to make your selection. Do this now."

Bing, pause

Stop tape player

Allow approximately 20 minutes to select assessment instruments

Start tape player, hand out <u>white</u> Assessment Selection Form

Hand out <u>cream</u> superintendent's memo while secretary is talking (see below)

Bing, bing, bing, pause

SECRETARY: "Hello, Ceval Elementary School. Oh, hello, Mildred. No, he didn't make it to the board meeting last night. Can I take a message? *(pause)* Basic Education parents were upset. *(as though writing message)* They want Basic Education in all the schools of the district. I see. The board wants a report on the Ceval experience at Tuesday's meeting. A list of questions? OK, I'll tell him. I'll expect them in the inter-district mail this afternoon. Thanks, Mildred."

NARRATOR: "You should now have the questions the board wants answered. Assume that you have access to all of the data which you selected with your 135 hours. Place two checks by each question you feel you would be able to answer well, one check by each question you could answer minimally, and a zero by each question which you would not be able to answer at all. Do this now."

Bing

Turn tape player off

CLARIFYING QUESTIONS

1. Why is it called Ceval?

   Ceval stands for California EVALuation project.

2. How should the participants be divided at the beginning of the simulation?

   Before the simulation begins, divide them into groups of threes. If there is one "extra" person, form a four person group. If there are two "extra" persons, form a two person group. Each group should have a table or desk on which to work.

3. Should they be given warnings about how much time to use?

   Yes, give a 6, 5, 2, and 1 minute warning.

4. Will they need more instructions than are presented on the tape?

   Generally no, but you should be prepared to answer their questions. It is probably best to answer each group's questions individually rather than explain your answer to the entire group.

5. What if they believe 5% of a principal's time is unrealistic?

   We have surveyed several hundred principals and when asked how much time they are likely to spend on evaluation, over 75% of the participants answered 5%.

Post-Game Discussion

It is possible for people to participate in a simulation such as this, believe that it is very valuable and not be able to identify what they learned or why they value it. The purpose of the discussion, and it is the most important part of the experience, is to help the participants articulate the possible learnings which can be gleaned from the simulation. Before moving to an abstract discussion of concepts and ideas, however, it is often necessary to give the participants a chance to express their immediate feelings, frustrations and impressions. One way to allow this to happen is to identify the highest and lowest scoring group and ask them to describe the strategy they adopted in selecting their assessment instruments. As the two groups report, encourage the others to expand, confirm, agree or disagree with what is being said. Then move from this to a more generalized discussion by asking the participants to answer this question: "Anyone playing this game is likely to come to the following conclusions." You might have to give them a few examples and get them started. Once they begin, encourage them to list as many ideas as possible. The concepts listed below are likely to emerge:

A. One should be aware of the relative cost of data.

B. One should take advantage of inexpensive data.

C. One can learn a great deal about a program without conducting a giant research project.

D. It is risky to rely on subjective evaluations.

E. It takes time to evaluate.

F. There are many different reasons and uses for evaluative data.

G. Parents, boards and teachers are all likely to be interested in different aspects of the educational program.

H. If one is going to do a better job of evaluating one probably will have to figure out a way to get more time.

I. One has to decide how much a good evaluation is worth.

J. One can be asked for an evaluation at any time.

K. Some programs need to be evaluated more than others.

Please return at end of exercise

CEVAL ELEMENTARY SCHOOL

SIMULATION EXERCISE

SUMMARY OF RULES AND BACKGROUND INFORMATION

In this simulation you will be asked to:

1. Identify programs to be evaluated in the Ceval Elementary School
2. Select the instruments which will give you the information for your evaluation.
3. Discuss and analyze your choices.

Description of Ceval Elementary School

LOCATION:	A small unified school district in California
GRADES:	K-6
NUMBER OF STUDENTS:	651
PERSONNEL:	Teachers: 22 Volunteer Aides: 9 Administrator: 1 Non-certificated: 4
LANGUAGE:	33% Spanish speaking, English as a second language 67% English speaking
RACIAL MAKE-UP:	33% Chicano 10% Blacks 57% Caucasian
VALUE OF HOMES IN AREA:	30% below $20,000 20% $21,000 to $35,000 20% $36,000 to $44,000 5% $55,000 to $80,000 25% rent or lease

Groups which Influence School Policy:

Strong teachers' group which reviews and comments on all major policy decisions by administration and board.

Active parent advisory council with strong representation from Chicano Community.

A 3-3 conservative liberal split on the board with one member who votes with either group depending on the issue.

A press which features all controversy and considered by some to be hostile to the school and district.

Three or four articulate parents who are not members of any group, but make their influence felt whenever school policy affects their children.

General Mood of Community:

General demand for quality education at reduced cost. State, district and parents insisting on demonstrable achievement.

Results of State Testing Program:

Ceval Elementary School is below the district in mathematics and reading at both the second and sixth grade level.

Special Programs at the Ceval Elementary School:

Two years ago, a variety of programs were incorporated into the school to increase the effectiveness of the teaching process. They include:

- Basic Education

  At each grade level, there is one basic education class. All pupils are assigned by parent request. Reading, writing, and arithmetic are studied to the exclusion of all other subject matter including art, social studies, health, and current events. Discipline and formal manners are emphasized. Pupils stand when asking questions and shake hands with the teacher as they enter the room. All students are expected to do at least one hour of homework each evening.

- Learning Center

  The Learning Center is staffed by a full-time teacher who is supposed to work closely with all other members of the staff. The focus of the Center is on individu-

alized instructions and self-directed learning. Pupils work in groups and as individuals on preassigned as well as self-selected projects. The purposes of the Center are to: (a) increase the ability of pupils to begin and complete work independently, (b) to provide learning experiences which would not normally be available in the regular classroom, (c) to increase the pupils' creativity and range of interests and (d) to make it easier for the teacher to assign individual study projects.

- Multigrades

  There are two multigrade classes. One which combined grades 1 through 3 and the second, grades 4 through 6. The 1-3 class contains 96 students, has 3 teachers and 4 volunteer aides. The 4-6 class has 90 students, 3 teachers and 2 volunteer aides. The purpose of the multigrades are to: (1) allow teachers to specialize in the teaching of subject areas and thus improve the academic excellence of the students, (2) increase the social and intellectual interaction of pupils across age groups, (3) increase the ability of pupils to work independently, (4) increase respect for students of different ages.

- Reading Program for Bilingual Pupils

  A special reading program published by Hispanic Press has been instituted at the demand of a small group of Chicano parents. The main purposes are to increase the ability of bilingual students to read English and to gain an appreciation and awareness of the Chicano culture. All teachers are required to use these materials with the Chicano students in their classrooms.

- Individually Guided Mathematics Program

  A K-6 individually guided mathematics program built on the developmental concepts of Piaget and designed to improve the mathematical excellence of the pupils. Used only in the multigrades.

Some Reasons for Evaluating the Special Programs:

None of these aforementioned programs have mandatory evaluation requirements, however, there are good reasons for evaluating each of the special programs.

Learning Center

There is some disenchantment with the Learning Center. Some of the teachers have complained that the pupils which they send to the Center are not well supervised, that there is too much noise, and that the books and equipment are not properly maintained. Other teachers are wondering if the Center is used enough to justify the services of a full-time teacher.

Multigrades

The multigrade has been a controversial program since the beginning. There seems to be no logical reason for the power which the mere mention of the program has to polarize parents and teachers alike. There is likely to be a battle over this program in some form or another sometime in the future.

Reading Program for Bilingual Pupils

The group of Chicano parents who persuaded the board to accept the Hispanic program for the Ceval School has fallen out of favor with the rest of the Chicano community. The group who is now in power controls the Parent Advisory Council and is reviewing all of the work by the former group and may put pressure on the board to abandon the Hispanic reading program. It would be helpful if you and the board have an idea of the effectiveness of the program in order to make a wise decision.

Individually Guided Mathematics Program

Two members of the board are interested in getting individualized learning in math, science and reading established in the entire school and not just mathematics in the multigrades. It would be valuable to know how effective the program is in the event the board calls for a report.

Basic Education Program

There is a move by the parents who were instrumental in having the basic education classes put in the school to convert the entire school to a basic education plan. It would be very helpful to know how the basic education pupils compare to other pupils in mathematics, writing and reading as well as in social studies, art, music and physical education in case they are successful in getting the school board to consider their suggestion.

Please return at end of exercise

To: Susan Greene, Principal
CEVAL ELEMENTARY SCHOOL

Re: Possible evaluation activities

In preparing the enclosed report, I have listed a number of evaluation procedures which would yield useful and interesting data. Realizing that your time is limited, I have estimated the number of administrative hours which each procedure is likely to require.

In addition, I have prepared tables for receiving the data of each evaluative procedure to help you visualize the kind of data each procedure will yield.

I hope this information will be helpful as you develop your evaluation plan for the coming year.

Sincerely,

MARTIN WINSTON, Ph.D.
Evaluation Consultant

MW:ldf

AVAILABLE ASSESSMENT INFORMATION	Number of Hours To Assess Multigrade Classes -- All Six Grades	Number of Hours To Assess Basic Education -- All Six Grades	Number of Hours To Assess Spanish Surnamed Students	Number of Hours To Assess Traditional Classes -- All Six Grades	Number of Hours To Assess Entire School	Types of Information Collected by Instrument
Standardized Tests:						
Reading	15	15	15	15	55	See page 3
Language	15	15	15	15	55	"
Social Science	15	15	15	15	55	"
Mathematics	15	15	15	15	55	"
Science	15	15	15	15	55	"
Parent Questionnaire	35	35	35	35	35	See page 4
Staff Questionnaire	10	10	10	10	10	See page 5
Interview with Parents	25*	25*	25*	25*	95*	See page 6
Summary of Pupil Observations	40	40	40	40	150**	See page 7
Teacher Ratings of Pupils	20	20	20	20	70	See page 7
Teacher Logs	3	3	3	3	3	See page 8
Summary Sheet of Existing Records	3	3	3	3	3	See page 8

* Sample of Parents
** Sample of Students

Standardized Tests

SUBJECT AREA								
	MULTIGRADE		BASIC EDUCATION		SPANISH SURNAMED		TRADITIONAL	
GRADE	PRE	POST	PRE	POST	PRE	POST	PRE	POST
1								
2								
3								
4								
5								
6								

Format used for reporting scores for each of the norm referenced or criterion referenced tests, for example, reading scores, language scores. All scores are in percentile rank.

Parent Questionnaire

Table for Reporting Results

The essence of questions asked in Survey of Parents:	PERCENTAGE OF PARENT RESPONSES											
	PARENTS OF MULTIGRADE			PARENTS OF BASIC EDUCATION			PARENTS OF SPANISH SURNAMED			PARENTS OF TRADITIONAL		
	Approve	Disapprove	No opinion	Approve	Disapprove	No opinion	Approve	Disapprove	No opinion	Approve	Disapprove	No opinion
1. Parents' feelings about:												
Multigrade												
Basic Education												
The Learning Center												
Hispanic Press Materials												
Individually Guided Mathematics												
2. Programs parents want extended to rest of district:												
Multigrade												
Basic Education												
The Learning Center												
Hispanic Press Materials												
Individually Guided Mathematics												
3. Parents' willingness to have child enrolled in:												
Multigrade												
Basic Education												
4. Parents' willingness to have child use:												
The Learning Center												
Hispanic Press Materials	N/A	N/A	N/A	N/A	N/A	N/A				N/A	N/A	N/A
Individually Guided Mathematics												

Staff Questionnaire
Table for Reporting Results

The essence of the questions asked in Staff Questionnaire:

1. Staff feelings about:

PERCENTAGE OF STAFF RESPONSES

MULTIGRADE			BASIC EDUCATION			INDIVIDUALLY GUIDED MATHEMATICS			LEARNING CENTER			HISPANIC PRESS		
APPROVE	DISAPPROVE	NO OPINION	APPROVE	DISAPPROVE	NO OPINION	APPROVE	DISAPPROVE	NO OPINION	APPROVE	DISAPPROVE	NO OPINION	APPROVE	DISAPPROVE	NO OPINION

2. The percent of staff reporting positive influence of programs on:

	MULTIGRADE	BASIC EDUCATION	INDIVIDUALLY GUIDED MATHEMATICS	LEARNING CENTER	HISPANIC PRESS
Learning problems					
Discipline problems					
Parent's complaints					
Student disinterest in school					

3. If continued next year, what changes should be incorporated into programs? Each unique suggestion will be recorded along with the number of times the suggestion was made.

Multigrade _____

_____

Basic Education _____

_____

Individually Guided Mathematics _____

_____

Learning Center _____

_____

Hispanic Press _____

_____

Staff Interviews

Table for Reporting Results

The essence of the questions asked in Interview with Parents:

	PERCENTAGE OF PARENT RESPONSES											
	PARENTS OF MULTIGRADE			PARENTS OF BASIC EDUCATION			PARENTS OF SPANISH SURNAMED			PARENTS OF TRADITIONAL		
	Approve	Disapprove	No opinion	Approve	Disapprove	No opinion	Approve	Disapprove	No opinion	Approve	Disapprove	No opinion
1. Parents' feelings about:												
Multigrade												
Basic Education												
The Learning Center												
Hispanic Press Materials												
Individually Guided Mathematics												
2. Parents' willingness to have child enrolled in:												
Multigrade												
Basic Education												
3. Parents' willingness to have child use:												
The Learning Center												
Hispanic Press Materials												
Individually Guided Mathematics												
4. Programs parents want extended to rest of district:												
Multigrade												
Basic Education												
The Learning Center												
Hispanic Press Materials												
Individually Guided Mathematics												

Pupil Observations

Table for Reporting Results

GRADE	ALL STUDENTS IN GRADES		MULTIGRADE		BASIC EDUCATION		TRADITIONAL	
	PRE	POST	PRE	POST	PRE	POST	PRE	POST
1								
2								
3								
4								
5								
6								

Observations to be made:

1. Percentage of time pupils observed in productive work.
2. Percentage of time pupils interacted with other pupils.
3. Percentage of time pupils worked in groups.
4. Percentage of time pupils spent in non-attending to the assigned task.
5. Number of times pupils disrupted class.
6. Number of times pupils asked questions.
7. Number of times pupils initiated learning.

Teacher Ratings

Table Used to Report Average Scores of Pupils

GRADE	ALL STUDENTS IN GRADES		MULTIGRADES		BASIC EDUCATION		TRADITIONAL	
	PRE	POST	PRE	POST	PRE	POST	PRE	POST
1								
2								
3								
4								
5								
6								

Ratings will be made on a five point scale with a five meaning the pupil exhibits the behavior most of the time, and a one meaning the pupil almost never exhibits the behavior.

1. Constructively cooperates with other pupils
2. Initiates learning
3. Has a positive self-concept
4. Works willingly.
5. Exhibits creative behavior

Teacher Logs

Table used for reporting percentage of time spent teaching the following subjects:

1. Reading
2. Mathematics
3. Spelling
4. Social Science
5. Art
6. Recreation
7. Science
8. Music
9. Language

ALL TEACHERS							BASIC EDUCATION TEACHERS							MULTIGRADE TEACHERS							TRADITIONAL TEACHERS						
GRADE							GRADE							GRADE							GRADE						
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* Sample of Parents
** Sample of Students

INTERDISTRICT MEMO

To: Susan Greene, Principal, CEVAL ELEMENTARY SCHOOL

From: Superintendent Hanson

Re: CEVAL EXPERIENCE WITH BASIC EDUCATION

At last night's board meeting, a group of parents headed by Mrs. Baker accused the board of dragging its feet on the question of providing Basic Education classes for all of the schools in the district. In response, the board asked for a report on the Ceval experience for the next board meeting. The question they asked was: What are the advantages and disadvantages of the Basic Education program as experienced by the Ceval Elementary School? I would think if you could answer the questions I have formulated below, that the board would be well satisfied.

1. Do the Basic Education students make as much progress in reading as students who are not in Basic Education?
2. In Mathematics?
3. In Language Skills?
4. In Science?
5. In Social Studies?
6. In Art and Music?
7. Do the teachers of the school consider the Basic Education program worthwhile?
8. Do the parents?
9. Are the Basic Education students as innovative and creative as the other students?
10. Are there any motivational problems associated with Basic Education?
11. Do Basic Education students have more than their share of discipline problems?

PDH:mk

The Evaluation Improvement Program

Note: Only one copy of the following four handouts is reproduced in this document.

1/ Rules and Background Information
2/ Evaluation Consultant's Report
3/ Assessment Selection Form
4/ Interdistrict Memo

RULES

AND

BACKGROUND INFORMATION

Please return at end of exercise

CEVAL ELEMENTARY SCHOOL

SIMULATION EXERCISE

SUMMARY OF RULES AND BACKGROUND INFORMATION

In this simulation you will be asked to:

1. Identify programs to be evaluated in the Ceval Elementary School
2. Select the instruments which will give you the information for your evaluation.
3. Discuss and analyze your choices.

Description of Ceval Elementary School

LOCATION:	A small unified school district in California
GRADES:	K-6
NUMBER OF STUDENTS:	651
PERSONNEL:	Teachers: 22 Volunteer Aides: 9 Administrator: 1 Non-certificated: 4
LANGUAGE:	33% Spanish speaking, English as a second language 67% English speaking
RACIAL MAKE-UP:	33% Chicano 10% Blacks 57% Caucasian
VALUE OF HOMES IN AREA:	30% below $20,000 20% $21,000 to $35,000 20% $36,000 to $44,000 5% $55,000 to $80,000 25% rent or lease

Groups which Influence School Policy:

Strong teachers' group which reviews and comments on all major policy decisions by administration and board.

Active parent advisory council with strong representation from Chicano Community.

A 3-3 conservative liberal split on the board with one member who votes with either group depending on the issue.

A press which features all controversy and considered by some to be hostile to the school and district.

Three or four articulate parents who are not members of any group, but make their influence felt whenever school policy affects their children.

General Mood of Community:

General demand for quality education at reduced cost. State, district and parents insisting on demonstrable achievement.

Results of State Testing Program:

Ceval Elementary School is below the district in mathematics and reading at both the second and sixth grade level.

Special Programs at the Ceval Elementary School:

Two years ago, a variety of programs were incorporated into the school to increase the effectiveness of the teaching process. They include:

- Basic Education

  At each grade level, there is one basic education class. All pupils are assigned by parent request. Reading, writing, and arithmetic are studied to the exclusion of all other subject matter including art, social studies, health, and current events. Discipline and formal manners are emphasized. Pupils stand when asking questions and shake hands with the teacher as they enter the room. All students are expected to do at least one hour of homework each evening.

- Learning Center

  The Learning Center is staffed by a full-time teacher who is supposed to work closely with all other members of the staff. The focus of the Center is on individu-

alized instructions and self-directed learning. Pupils work in groups and as individuals on preassigned as well as self-selected projects. The purposes of the Center are to: (a) increase the ability of pupils to begin and complete work independently, (b) to provide learning experiences which would not normally be available in the regular classroom, (c) to increase the pupils' creativity and range of interests and (d) to make it easier for the teacher to assign individual study projects.

- Multigrades

  There are two multigrade classes. One which combined grades 1 through 3 and the second, grades 4 through 6. The 1-3 class contains 96 students, has 3 teachers and 4 volunteer aides. The 4-6 class has 90 students, 3 teachers and 2 volunteer aides. The purpose of the multigrades are to: (1) allow teachers to specialize in the teaching of subject areas and thus improve the academic excellence of the students, (2) increase the social and intellectual interaction of pupils across age groups, (3) increase the ability of pupils to work independently, (4) increase respect for students of different ages.

- Reading Program for Bilingual Pupils

  A special reading program published by Hispanic Press has been instituted at the demand of a small group of Chicano parents. The main purposes are to increase the ability of bilingual students to read English and to gain an appreciation and awareness of the Chicano culture. All teachers are required to use these materials with the Chicano students in their classrooms.

- Individually Guided Mathematics Program

  A K-6 individually guided mathematics program built on the developmental concepts of Piaget and designed to improve the mathematical excellence of the pupils. Used only in the multigrades.

Some Reasons for Evaluating the Special Programs:

None of these aforementioned programs have mandatory evaluation requirements, however, there are good reasons for evaluating each of the special programs.

Learning Center

There is some disenchantment with the Learning Center. Some of the teachers have complained that the pupils which they send to the Center are not well supervised, that there is too much noise, and that the books and equipment are not properly maintained. Other teachers are wondering if the Center is used enough to justify the services of a full-time teacher.

Multigrades

The multigrade has been a controversial program since the beginning. There seems to be no logical reason for the power which the mere mention of the program has to polarize parents and teachers alike. There is likely to be a battle over this program in some form or another sometime in the future.

Reading Program for Bilingual Pupils

The group of Chicano parents who persuaded the board to accept the Hispanic program for the Ceval School has fallen out of favor with the rest of the Chicano community. The group who is now in power controls the Parent Advisory Council and is reviewing all of the work by the former group and may put pressure on the board to abandon the Hispanic reading program. It would be helpful if you and the board have an idea of the effectiveness of the program in order to make a wise decision.

Individually Guided Mathematics Program

Two members of the board are interested in getting individualized learning in math, science and reading established in the entire school and not just mathematics in the multigrades. It would be valuable to know how effective the program is in the event the board calls for a report.

Basic Education Program

There is a move by the parents who were instrumental in having the basic education classes put in the school to convert the entire school to a basic education plan. It would be very helpful to know how the basic education pupils compare to other pupils in mathematics, writing and reading as well as in social studies, art, music and physical education in case they are successful in getting the school board to consider their suggestion.

EVALUATION CONSULTANT'S REPORT

Please return at end of exercise

To: Susan Greene, Principal
CEVAL ELEMENTARY SCHOOL

Re: Possible evaluation activities

In preparing the enclosed report, I have listed a number of evaluation procedures which would yield useful and interesting data. Realizing that your time is limited, I have estimated the number of administrative hours which each procedure is likely to require.

In addition, I have prepared tables for receiving the data of each evaluative procedure to help you visualize the kind of data each procedure will yield.

I hope this information will be helpful as you develop your evaluation plan for the coming year.

Sincerely,

MARTIN WINSTON, Ph.D.
Evaluation Consultant

MW:ldf

AVAILABLE ASSESSMENT INFORMATION	Number of Hours To Assess Multigrade Classes -- All Six Grades	Number of Hours To Assess Basic Education -- All Six Grades	Number of Hours To Assess Spanish Surnamed Students	Number of Hours To Assess Traditional Classes -- All Six Grades	Number of Hours To Assess Entire School	Types of Information Collected by Instrument
Standardized Tests:						
Reading	15	15	15	15	55	See page 3
Language	15	15	15	15	55	"
Social Science	15	15	15	15	55	"
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* Sample of Parents
** Sample of Students

Standardized Tests

SUBJECT AREA								
	MULTIGRADE		BASIC EDUCATION		SPANISH SURNAMED		TRADITIONAL	
GRADE	PRE	POST	PRE	POST	PRE	POST	PRE	POST
1								
2								
3								
4								
5								
6								

Format used for reporting scores for each of the norm referenced or criterion referenced tests, for example, reading scores, language scores. All scores are in percentile rank.

Parent Questionnaire

Table for Reporting Results

The essence of questions asked in Survey of Parents:	PERCENTAGE OF PARENT RESPONSES											
	PARENTS OF MULTIGRADE			PARENTS OF BASIC EDUCATION			PARENTS OF SPANISH SURNAMED			PARENTS OF TRADITIONAL		
	Approve	Disapprove	No opinion	Approve	Disapprove	No opinion	Approve	Disapprove	No opinion	Approve	Disapprove	No opinion
1. Parents' feelings about:												
Multigrade												
Basic Education												
The Learning Center												
Hispanic Press Materials												
Individually Guided Mathematics												
2. Programs parents want extended to rest of district:												
Multigrade												
Basic Education												
The Learning Center												
Hispanic Press Materials												
Individually Guided Mathematics												
3. Parents' willingness to have child enrolled in:												
Multigrade												
Basic Education												
4. Parents' willingness to have child use:												
The Learning Center												
Hispanic Press Materials	N/A	N/A	N/A	N/A	N/A	N/A				N/A	N/A	N/A
Individually Guided Mathematics												

Staff Questionnaire
Table for Reporting Results

The essence of the questions asked in Staff Questionnaire:

1. Staff feelings about:

PERCENTAGE OF STAFF RESPONSES

MULTIGRADE			BASIC EDUCATION			INDIVIDUALLY GUIDED MATHEMATICS			LEARNING CENTER			HISPANIC PRESS		
APPROVE	DISAPPROVE	NO OPINION	APPROVE	DISAPPROVE	NO OPINION	APPROVE	DISAPPROVE	NO OPINION	APPROVE	DISAPPROVE	NO OPINION	APPROVE	DISAPPROVE	NO OPINION

2. The percent of staff reporting positive influence of programs on:

	MULTIGRADE	BASIC EDUCATION	INDIVIDUALLY GUIDED MATHEMATICS	LEARNING CENTER	HISPANIC PRESS
Learning problems					
Discipline problems					
Parent's complaints					
Student disinterest in school					

3. If continued next year, what changes should be incorporated into programs? Each unique suggestion will be recorded along with the number of times the suggestion was made.

Multigrade _____

_____

Basic Education _____

_____

Individually Guided Mathematics _____

_____

Learning Center _____

_____

Hispanic Press _____

_____

Staff Interviews

Table for Reporting Results

The essence of the questions asked in Interview with Parents:

1. Parents' feelings about:
   - Multigrade
   - Basic Education
   - The Learning Center
   - Hispanic Press Materials
   - Individually Guided Mathematics
2. Parents' willingness to have child enrolled in:
   - Multigrade
   - Basic Education
3. Parents' willingness to have child use:
   - The Learning Center
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4. Programs parents want extended to rest of district:
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   - The Learning Center
   - Hispanic Press Materials
   - Individually Guided Mathematics

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PARENTS OF MULTIGRADE			PARENTS OF BASIC EDUCATION			PARENTS OF SPANISH SURNAMED			PARENTS OF TRADITIONAL		
Approve	Disapprove	No opinion	Approve	Disapprove	No opinion	Approve	Disapprove	No opinion	Approve	Disapprove	No opinion

Pupil Observations

Table for Reporting Results

GRADE	ALL STUDENTS IN GRADES		MULTIGRADE		BASIC EDUCATION		TRADITIONAL	
	PRE	POST	PRE	POST	PRE	POST	PRE	POST
1								
2								
3								
4								
5								
6								

Observations to be made:

1. Percentage of time pupils observed in productive work.
2. Percentage of time pupils interacted with other pupils.
3. Percentage of time pupils worked in groups.
4. Percentage of time pupils spent in non-attending to the assigned task.
5. Number of times pupils disrupted class.
6. Number of times pupils asked questions.
7. Number of times pupils initiated learning.

Teacher Ratings

Table Used to Report Average Scores of Pupils

GRADE	ALL STUDENTS IN GRADES		MULTIGRADES		BASIC EDUCATION		TRADITIONAL	
	PRE	POST	PRE	POST	PRE	POST	PRE	POST
1								
2								
3								
4								
5								
6								

Ratings will be made on a five point scale with a five meaning the pupil exhibits the behavior most of the time, and a one meaning the pupil almost never exhibits the behavior.

1. Constructively cooperates with other pupils
2. Initiates learning
3. Has a positive self-concept
4. Works willingly.
5. Exhibits creative behavior

Teacher Logs

Table used for reporting percentage of time spent teaching the following subjects:

1. Reading
2. Mathematics
3. Spelling
4. Social Science
5. Art
6. Recreation
7. Science
8. Music
9. Language

ALL TEACHERS							BASIC EDUCATION TEACHERS							MULTIGRADE TEACHERS							TRADITIONAL TEACHERS						
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ASSESSMENT

SELECTION

FORM

DUPLICATE ADDITIONAL SUPPLIES ON WHITE WHEN SUPPLY GETS LOW

ASSESSMENT SELECTION FORM

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PDH:mk